DOCUMENT RESUME

ED 204 074 RC 012 790

AUTHOR Sultemeier, Barbara
TITLE Assessing the Relationship Between Mexican-American Power Structure and Federal Funding of Bilingual Education in Texas.
PUB DATE 30 Jan 81
NOTE 42p.: Paper presented at the meeting of the Southwest Educational Research Association (Dallas, TX, January 30, 1981).

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Bilingual Education: Community Characteristics: Comparative Analysis: Court Litigation: Educational Finance: Elementary Secondary Education: English (Second Language): *Federal Aid: *Mexican American Education: *Mexican Americans: Political Influences: *Political Power: Research Needs: *School District Spending
IDENTIFIERS Chicanos: League of United Latin American Citizens: *Texas

ABSTRACT

The relationship between Mexican American power and federal funding being tapped for bilingual education by Texas school districts was examined through data from the 1970 Census and the Texas Education Agency's Division of Bilingual Education and information from two key Mexican American advocacy organizations. Although state legislatures, courts, and various educational agencies and community groups had increasingly supported bilingual education since passage of the Bilingual Education Act of 1968, support had varied and no national policy existed regarding distribution of funds. Many Texas school districts receiving the most federal funding for bilingual education were identified as being centers of Mexican American power, often equated with participation in the League of United Latin American Citizens (LULAC) and/or as areas where reapportionment litigation had occurred. Three counties with 1,200 or more persons of Spanish language or surname under 18 years of age had no bilingual education programs. Apparently bilingual education was not being provided in these three counties because no local pressure was exerted on the educational institutions to provide it. An appendix contains correspondence with cooperating agencies and organizations and Hispanic Texas Congressmen, along with Texas maps showing where litigation has occurred, LULAC power is strongest, and funding is greatest. (AW)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED204074

Assessing the Relationship Between Mexican-American Power Structure And Federal Funding of Bilingual Education In Texas

By

Barbara Sultemeier

Texas A&M University

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

Prepared For
Southwest Educational Research Association
January 30, 1981
Dallas, Texas

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Barbara Sultemeier

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

RC 012790

Abstract

Bilingual education in the United States has developed through a legal-political process rather than pragmatic-educational policy. This is evidenced in the lack of concise national guidelines, substantial federal funding, discrepancies in types of programs, population identified, teacher qualifications and in the lack of cohesiveness in the curriculum areas of philosophy, goals and objectives, activities, and evaluation proceedures.

Bilingual education has important implications for Texas. Within two years, Texas Education Agency projections show, the majority of Texas first graders will be Mexican-American and Black.

Texas has received substantial federal funding for bilingual education; approximately $12,000,000. was distributed through TEA under Title IV of ESEA in 1978.

Document analysis was used to examine population characteristics, Texas bilingual education programs and funding secured.

Three key Mexican-American advocacy organizations and top position personnal were identified and contacted: Rubin Bonilla of LULAC, Dr. Hector Garcia of American GI Forum, and Joaquin Avila of the Mexican-American Legal Defense and Education Fund. Two Mexican-American U.S. Congressmen from Texas, Henry B. Gonzales and E. (Kika) de la Garza were contacted. Nuestro's published list of the top one hundred Mexican-American businessmen in American for the past year was secured from Nuestro; The Magazine For Latinos. Two school districts, the author was familiar with, were compared in terms of ethnic make-up of student enrollment, teachers, and positional decision

and policy makers in the school district and programs and the amount of funding.

This action research substantiated the hypothesis that there is a relationship between the Mexican-American power structure and the federal funding being tapped for bilingual education by a school district in Texas.

Potential implications of this trend of research has subtle qualities. If bilingual education is not being provided for the federally targeted population, it is because there is no local pressure being exerted on the educational institutions to provide it. On the other hand, if bilingual education is functioning along the lines initially intended by Congress, the implication is that school outputs can be examined for evaluating compensatory education in terms of instructional methods, curriculum materials and effectiveness of teachers.

More specific research in assertaining community power structure with a wider sample needs to be done to thoroughly research this area which looms important on the horizon of Texas education.

Introduction

Last fall, 231,598 children entered first grade in Texas public schools. Only 51.9 percent of them white. Within two years, if the trends of the past decade hold steady, the majority of Texas first graders will be Mexican-American and black. By the mid-1990s, whites will be a minority in the state's schools according to Texas Education Agency projections (LULAC NEWS, January, 1980).

American educators have recognized the need for compensatory education for those children who have English as a second language. The Texas Bilingual Education Center reports 118,765 students having Spanish as the dominent language were enrolled in K-5 bilingual programs during the 1978-79 school year. In their 1978 report, the United States Office of Educational Programs Assisting Hispanic Americans recorded Texas was awarded $12,264,411.00 through Title IV of the Elementary and Secondary Act for Bilingual Education.

Since the passage of the Bilingual Education Act of 1968, state legislatures, the courts, and various educational agencies and community groups have increasingly supported bilingual education. The support, however, has varied in focus and intensity, and there is still no comprehensive national policy toward bilingual education (Burry, 1979). Federal funding has been noteworthy (total HEW expenditures for fiscal year 1977 amounted to $118 million), despite the lack of clear-cut national policy.

Bilingual Education: A Controversial Field

In the United States, bilingual education has been characterized by lack of discipline and rampant bias for and against issues from the term

itself, its goals and objectives, to classroom techniques. Typical of this is the lack of clearly delineated terms. At the federal level, only HEW agencies which work with civil rights legislation and Title VI funding ever use the term bicultural education. Title VII funded programs officially eschew the use of the term bilingual/bicultural education, but a statement by John Molina, former director of the Office of Bilingual Education of the Department of HEW at a conference of the National Institute of Education, "The United States government is in the business to teach language, not to teach culture." illustrates the discrepancy in terms and their meanings (Paulston, 1978).

Prior to 1973 the literature generally uses the term bilingual education. After 1973, the term bilingual/bicultural education is used more frequently.

In the Project Manual accompanying and establishing guidelines for Title VII of the Elementary and Secondary Education Amendments (ESEA), bilingual education is defined as "the use of two languages, one of which is English, as mediums of instruction for the same pupil population in a well-organized program (Schneider, 1976).

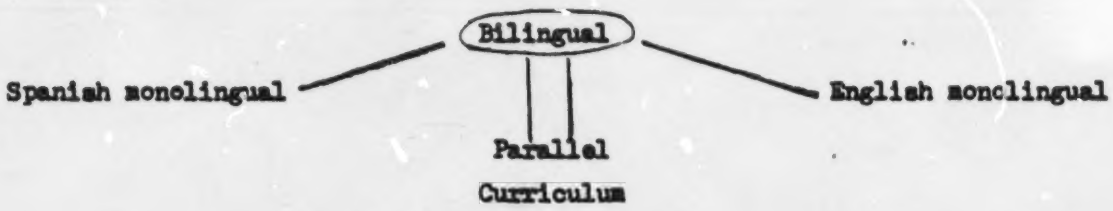
Although all state bilingual education laws are intended to provide equal opportunity and foster the development of English language skills, they differ in the critical areas of: type of program, population served, and the participation of English-speaking students.

Bilingual/bicultural education has been defined as an instructional program in which two languages, English and a native tongue, are used as instructional mediums and in which the cultural background of the students

in which two languages, English and a native tongue, are used as instructional mediums and in which the cultural background of the students is incorporated into the curriculum (U.S. Commission on Civil Rights, 1973; State Department of Education, California Bilingual/Bicultural Task Force, 1972).

Prior to the adoption of English As A Second Language and bilingual/bicultural programs, the remedial approach to learning the dominent language generally had connotations of tracking and assigning the limited English-speaking child to classes for slow learners (Suanson, 1974). In the late 1950's and 1960's the English As A Second Language (ESL) approach became increasing popular. These programs were designed to teach English to non-native speakers without the use of the native language as a medium of instruction (Finocchiaro, 1969). The U.S. Commission on Civil Rights (1975) concluded this approach is only useful in communities where the child received substantial exposure to English outside the classroom and maintained pride in the native language and culture.

The bilingual/biculture approach has many program models. In two of the most noted national and state programs, Dade County, Florida, and Crystal City, Texas, content areas are studied in two languages, the native language and English:



Included in the curriculum are historical, literary, and cultural traditions to strengthen students' cultural identity and make the instructional program

easier to grasp. With this approach, educational objectives range from English language competency (transition programs) to maintaining the native language and culture beyond the point of English language competency (maintenance programs) (Gonzalez, 1975). The primary difference in programs is the medium of instruction with variations among programs found primarily in arrangement and combination of components.

A landmark case in bilingual education was Lau vs. Nichols, in which a Chinese parent took the school board of San Francisco to court. In 1974 the Supreme Court unanimously ruled in favor of Lau, avoiding the constitutional issue of whether non-English-speaking children are afforded an equal educational opportunity when instructed in a language they cannot understand, and ruling equal treatment does not constitute equal opportunity. The court offered no specific remedy, consequently the Office of Civil Rights of HEW appointed a task force to supply guidelines for implementing the Lau decision. These guidelines are vague with English As A Second Language techniques rejected at the elementary level, but state in a footnote the English As A Second Language component is an integral component of a bilingual program. To this confusion is added the fact that the legal status of the Lau remedies is uncertain, but that allocated federal funding as a whole can be withdrawn if a school district is judged as not complying with the Lau decision (Paulston, 1979). The Lau litigation ramafications are illustrative of the fact that bilingual education programs have been slowly implemented through legal-political processes rather than pragmatic-educational policy intended by Congress in 1968.

Along with inconcise bilingual policies and program implementation,

there is a discrepancy in identification of the bilingual student. Title VII of ESEA (1968) was aimed at compensatory education for the large number of children of limited English-speaking ability. Children of limited English-speaking ability are defined as: "children who speak a language other than English in their home and are less capable of performing school work in English than in their primary language. Title VI funded programs and HEW agencies working with civil rights legislation use the term bicultural education. Students may be identified as "non-English-speaking." A non-English-speaking child is defined as: "a child who communicates in his or her home language only. Such a child is unable to conduct basic conversations in English or take advantage of classroom instruction in English" (Geffert et. al., 1975).

In a 1974 Senate Committee Report, The Office of Education estimated that approximately five million school-age children need to be served by bilingual/bicultural programs (U.S. Congress, Senate, Report 763, 1974). Statistics compiled by the U.S. Commission on Civil Rights cited in a Senate Committee Report found only 6.5 percent of five hundred school districts in the Southwest, where 70 percent of the Spanish Americans attend school, had bilingual/bicultural programs (does not include those children who might have been receiving English As A Second Language or remedial instruction (Schneider, 1976). This illustrates the gap between need and performance by public schools.

Research findings show upper and middle class children do well whether they are schooled in the mother tongue or in the second language (Paulston, C.B., 1975). In this context, many scholars differentiate between elitist bilingualism, an enrichment for middle and upper class groups and folk bilingualism,

which is a result of ethnic groups forced to become bilingual to survive. In America, bilingual education has been a result of folk bilingualism (Paulston, 1978).

A vocal literary voice for elitist bilingualism in the United States is Joshua Fishman. He exemplifies the broadest interpretation of bilingual education manifested in the belief that bilingual education should be for everyone (Fishman, 1966). On the other side of the bilingual education continuum is the narrow interpretation that bilingual education is designed merely to allow the limited English speaker the opportunity to gain English language skills (compensatory education).

Spokesmen for the narrow interpretation of bilingual education point out as John Silbur does that the United States is unique as a large nation which has maintained a single national language. Attempts to acquire bilingual ballots erode the position of national language by assuming that it is possible to be a citizen even if one is literate only in the language of one's ethnic group. Silbur suggests that patronizing the Hispanic culture connotates Spanish-speaking Americans cannot be expected to acquire the same level of competence that was acquired by immigrants from other countries. Rejecting excellence in the interest of women and minorities is in effect a condescending adoption of a lower standard for them (Silbur, 1977).

Studies of bilingual education using aspects of conflict theory have increased during the past few years. Group conflict theory within the framework of a somewhat mixed bag of anarchist and anarchist-utopian explanations of institutional conflict and constraints on human development, views education as a part of the ideological structure which a ruling class controls to maintain its dominance over the masses, and because formal education is dependent on the dominent economic and political institutions, it cannot

be a primary agent of social transformation ... it can only follow imperatives of the economic and political social order (Paulston, R.G., 1976). Consequently in conflict-oriented studies the solutions to educational problems of bilingual programs are rarely sought in terms of teaching or programatic efficiency but on a societal factors or context-oriented typologies (Paulston, 1976).

From a conflict perspective, the long-range goals of bilingual programs and curriculum are to maximize equity in the distribution of wealth, goods, and services with the least degree of damage to sense of self.

In Schermerhorn's carefully considered research design on ethnic relations three major causal factors for determining the relationship between ethnic groups and the process of integration into the dominent group are: (1) the origin of the contact situation such as annexation, migration, and colonization (2) the degree of enclosure (institutional separation) of the subordinate group from the society wide network of institutions and associations (3) the degree of control exercised by dominent groups over access to scarse resources of subordinate groups (Schermerhorn, 1970).

The controversy about transitional or maintenance bilingual programs is a consequence of the attitudes and reactions of all those involved in bilingual education: students, parents, community leaders, administrators, government officials, linguists, and other researchers. Schermerhorn's framework points out the futility of continued research which ignores the social and historical factors which led to the establishment of bilingual education.

An extreme utopian position is taken by writers such as Gaarder (1975), who feel it is best not to learn the dominent language, and militant/utopian writings as the 1976 editorial from Defensa, Boletin de la Lega Defensora

del Idioma Espanol: ... the Quebecois have finally realized that if they don't say "That's enough" they will end up as third-class citizens in their own country. Put in another way, group bilingualism imposed by the harsh necessity to eat, is like a wound which will not close and bleeds and will not stop bleeding. ... Money speaks louder than syntax (Cited in Paulston, 1976).

The proponents of maintenance programs favor cultural pluralism and ethnic diversity and tend to see the world in terms of conflict and competition between interest groups.

An important question in bilingual studies from a conflict perspective is cui bono? "Who stands to gain?", when gain is an indicator of which group in the power struggle benefits (Gramsci, 1957). Obvious indicators are budget allocations and salary schedules. Spolsky (1978) says the economic impact on a local poor community cannot be underestimated. In the Navajo situation the most important outcome of bilingual education is that it immediately provides jobs within the community, establishing a well-paid middle calss whose potential influence on political developemnt of the Navajo Nation is obvious.

Discussion on English As A Second Language vs. Bilingual/bicultural programs has as an underlying factor competition for access to jobs and rewards. Bilingual/bicultural proponents typically require teachers to be of the same ethnic group, which results in drastically altered teacher qualification competency requirements and institutionalized denial of access to jobs for Anglo teachers who no longer qualify to teach in the new programs (Campbell, Taylor, & Tucker, 1973; Spolsky, 1978).

Hill-Barnett's (1976) comment that the key to access to a position lies with who has the authority to judge whether performance meets the

standards, defining performance in terms of furthering a group's interest. There is no research on "who has the authority" in bilingual education on the ideology and ethnic identification of administrators who control access to positions. It is true that ethnic groups tend to see the necessity of community control over programs. For example:

> These (Cultural Education) Centers need to be Indian controlled and operated in view of the fact they are established for Indian purposes and use (National Indian Brotherhood, 1972).

Community power structures are important in the process by which voters organize along ethnic boundaries and gain control of local school boards. A citation directed to Mayor Daley and the Chicago City Council by a coalition of Chicanos (Sevilla - Casas et. al., 1973), calling for allocation of a fair share of resources to bilingual/bicultural Latino residents is clearly a political document.

Against the backdrop of social-political perspectives, we need to interpret the significance of Fishman's (1977) discussion of the social dimensions of bilingual education which found "very few empirical studies have focused on particular social parameters and explored their relevance to bilingual education across schools or communities". In this context there is a need to assess the Mexican-American center of power and its place in the total power structure of the community, state, and nation.

Chicano power reflects the complexities of the Mexican-American culture as well as the complexities of the Chicano movement itself: that there is no monolithic Chicano power structure. Chicano power emerges from the conditions of the community or segments of the community and it changes with those conditions (Rivera, 1974).

In contrast to Rivera, Ruben Bonilla, a Corpus Christi lawyer and National President of the League of United Latin American Citizens (LULAC) asserts that by 1990 Mexican-Americans should be the pivotal vote in statewide races. He conceeds, "We have a very young population. We dominate the PTA but not the school board." ... He also recognizes, "In South Texas we are 80 to 90 percent of the population, yet 95 percent of the wealth is concentrated in the Anglos who underwrite the political campaigns of conservative Mexican-Americans" (LULAC NEWS, January, 1980).

Bonilla also says the 1970's will be remembered as one in which the Hispanic community at last began receiving higher visibility and recognition of its potential political power ... " we enjoy numerous victories in the 70's such as expanded bilingual education ..." (President's Message, LULAC NEWS, December, 1979).

The conflicting views of Mexican-American power suggest it may be riding on a tide of change. With encreasing resources in numbers of voters and economic achievement, Mexican-Americans have made inroads into the political sphere. LULAC's National President, Ruben Bonilla, appears to have become a spokesmen for Mexican-Americans on political and educational issues:

"The Hispanic community's greatest need is in securing educational parity and in making the nation realize that the undocumented worker is not to be the economic and social scapegoat as we began in the 1980's. Projections indicate that the minority population in Texas, Mexican-American and Black will constitute 60 percent of the public school enrollment by 1990, grades K-12. This is a phenomenal figure that could very well shake the educational and political foundations of our society in the future, if we are not prepared adequataly to deal with the educational needs of this particular population sectors " (Bonilla, March 12, 1980).

Bilingual education in the United States has developed through a legal-political process rather than pragmatic-educational policy. This is evidenced

in the lack of concise national policy, substantial federal funding, discrepancies in types of programs, population identified, teacher qualifications and in the lack of cohesiveness in the curriculum areas of philosophy, goals and objectives, activities, and evaluation proceedures. Bilingual education is a blatent illustration of curriculum decisions made in the social-political arena amid interest groups vieing for power and a distribution of resources. These conflicting views on Mexican-American power as well as the lack of comprehensive national policy toward bilingual education, inspite of its noteworthy federal funding, support a need for research assessing the power structure and the amount of federal funding flowing into school districts in Texas for bilingual education.

Procedures

Population characteristics of Texas were secured from the 1970 Census. Sociology Professor, Bob Skrabanek was consulted to identify the most recent census data available.

Ernesto Zamora, of the Division of Bilingual Education Texas Education Agency, was contacted and supplied a compilation of Texas Bilingual Education Programs (1979-80) by school district, county, average number of students identified, and the alloted amount of funding.

Three key Mexican-American organizations and top position personnel were identified on the basis of newspaper citations in the local Bryan-College Station Eagle, Houston Post, Houston Chronicle, Dallas Morning News, and the Dallas Statesman dating from July, 1975 to October, 1979, from the clip folder of Rural Sociology Professor Bill Kuvleski. Key leaders and organizations

identified were:

The League of United Latin American Citizens
(LULAC)
Rubin Bonilla, National President, lawyer of Corpus Christi, Texas

American GI Forum
Dr. Hector Garcia, National President, lawyer of Corpus Christi, Texas

Mexican-American Legal Defense and Education Fund
Joaquin Avila, Director, lawyer of San Antonio

These three key organizations and leaders were identified from:

The Association For the Advancement of Mexican-Americans (AAMA), Luis R. Cano, Ex. Director, operates a federally funded alternative school - Houston

IMAGE de Tejas, Baltazar Luna, National President, IMAGE center in Texas is in San Antonio

Forum of National Hispanic Organizations, Pablo Sedillo, Chairman, Washington D.C.

National Association for Bilingual Education, Juan D. Solis, Immediate Past President, lives in Dallas

Political Association of Spanish-speaking Organizations, Hector Garcia

Southwest Voter Registration Project, Wm. Valasquez, Ex. Director, San Antonio

La Raza Unida, Jose Angel Gutierrez, Crystal City

Texas Farm Workers, Rio Grande Valley area

Republican National Hispanic Assembly

Brown Berets

SER, Pedro Garcia, deals with employment, CETA funds etc., Dallas

Two Mexican-American U.S. Congressmen from Texas were identified as:

Henry B. Gonzalez, U.S. Senator, San Antonio

E. (Kika) de la Garza, U.S. Representative, Rio Grande Valley area

The Division of Information Analysis of the Texas Education Agency

provided population data for counties per school district with an ethnic breakdown so that the school districts' Spanish surname or language population could be assessed.

Charles R. Rivera, Editor of Nuestro, The Magazine For Latinos was contacted in order to secure Nuestro's published list of the top 100 Mexican-American businessmen in America for the past year.

Two school districts, the author was familiar with., were contacted for comparison:

Bryan I.S.D., located in eastern Texas, is ajacent to Texas A & M University. Alice I.S.D., located in South-central Texas, was the author's place of residence for nine years.

According to the Texas Highway Department, approximate populations of the two towns are: Alice, 19,682 and Bryan, 32,489.

School districts were asked for information on ethnic make-up of the student enrollment, teachers, and positional decision and policy makers in the school district.

Results

Rubin Bonilla, National President of LULAC, identified on a map of Texas, central points of Mexican-American power in terms of numbers and participation. Mr. Bonilla affirmed in personal correspondance (March 12, 1980) that LULAC has over 150 chapters in Texas and it is difficult to identify powerful areas because of the diversity of issues that call the organization into play.

Mr. Bonilla stated Mexican-Americans have made significant inroads in the governmentrl process, at the local, county, and state level. Economic achievement in areas of private enterprise is noteworthy. Mr. Bonilla cites Raul Jimines, a San Antonio owner of a major food manufacturer center, Tony Sanchez of Laredo who owns a major oil producing company, Pete Diaz, owner of a conglomerate of business enterprises in the Rio Grande area among others.

He refered to Nuestros' list of the top 100 Mexican-American businessmen in America. Mr. Bonilla stressed "the Mexican-American community will not enjoy the total fruits of social progress until we develop independent economic power ... The Hispanic community's greatest need is in securing educational parity and in making the nation realize that the undocumented worker is not to be the economic and social scapegoat ... The projections which indicate minorities will constitute 60 percent of the public school enrollment, K-12, by 1990 could shake the educational and political foundation of our society, if we are not prepared adequately to deal with the unique educational needs of this particular population sector." (March 12, 1980)

Mr. Avila, of the Mexican-American Legal Defense and Education Fund, indicated on a map of Texas those areas where this organization has during the past year been or is presently involved in litigation. These are:

Hereford Dimmitt Muleshoe Littlefield Morton	Panhandle	Alice Corpus Christi Refugio	South Texas
Sanderson Rocksprings	West Texas	Bryan Dallas	East Texas
Hondo Jourdanton New Braumfels Austin Lockhart Victoria	Central Texas		

Mr. Avila cited that in several instances other organizations are involved in reapportionment efforts. Requests for legal assistance were turned down because of lack of resources.

Dr. Garcia of the American GI Forum did not reply. In a follow-up

telephone call, it was learned he would be out of town for two weeks and it was suggested the author contact his brother, attorney Amador Garcia, local chairman of the Corpus Christi American GI Forum. A response from this source has not yet been received.

A reply from Charles R. Rivera, editor of Nuestros to the request for the issue of his magazine listing the 100 top Mexican-American (Latino) businessmen in the U.S. this past year has also not yet been received.

Both United States Congressmen, Henry B. Gonzalez and E. (Kike) de al Garza, were asked to identify key areas of political strength and if other Mexican-American individuals or organizations have appealed to them for assistance in areas such as securing funding.

Mr. de la Garza acknowledged receiving the request, but has maintained a policy of not answering questionnaires. In order to reply to questionnaires, a staff worker would be taken away from working with problems concerning the district and people Mr. de la Garza represents (March 12, 1980).

Mr. Gonzalez replied that he is elected to serve a specific constituency and not the diverse population of Mexican-Americans in general. He indicated an insistence to groups outside his constituency to address themselves to their own Representatives because (1) he represents his own constituency and (2) it is critically important that minority groups make local representatives aware of and responsive to their concerns. (March 14, 1980)

Comparisons between Texas counties and school districts in the areas of: population, bilingual programs, funding, areas of Mexican-American power as identified by Mr. Bonilla, and areas involved or recently involved in reapportionment litigation are made in the following tables.

(15)

COUNTIES WITH 1200 OR MORE PERSONS OF SPANISH LANGUAGE OR SURNAME UNDER 18 YEARS OF AGE WITHOUT BILINGUAL EDUCATION PROGRAMS:

Aransas (Rockport)	1,255
De Witt (Cuero)	1,779
Refugio (Refugio)	1,637

(Involved in litigation with Mexican-American Legal Defense and Education Fund)

**** None of these counties are identified as having LULAC organizations.

SCHOOL DISTRICTS HAVING IDENTIFIED BILINGUAL STUDENTS BUT NO FUNDS WERE REQUESTED

	number of students
Driscoll	8
Gainsville	30
Karnes City	20
Mirando City	30
Ralls	34
Ricardo	13
San Perlita	34
Seminole	17
Stanton	44
Sudan	22
Windham (Huntsville) (Department of Correction)	106

COUNTIES RECEIVING HIGHEST FUNDING		COUNTIES WITH HIGHEST CONCENTRATION*	
Hildago	687,039.43	Bexar	173,908
El Paso	394,075.	ElPaso	96,135
Bexar	362,150.	Harris	87,125
Cameron (Brownsville)	334,400.	Hildago	70,286
(Not a strong LULAC)			
Harris	254,400.34	Cameron	51,852
Webb (Larado)	243,350.	Webb	28,441
Nueces (Involved in litigation)	181,597.	Nueces	24,782
Dallas (Involved in litigation)	139,025.	Tarrant	20,822

*Persons under 18 years - 1970 Census

COST PER IDENTIFIED STUDENT

Donna	2,155.14
Gregory-Portland	473.91
Corpus Christi	73.24
Mercedes	37.64
San Antonio	35.90
San Benito	3[illegible]
Socorro (El Paso)	[illegible]
San Felipe-Del Rio	27.27
Robstown	27.27
Eagle Pass	25.38
Alice	25.23
Edinburg	25.23
Roma and Brownsville	25.00
Yaletta (El Paso)	25.00
Austin	24.86
Harlandale (San Antonio)	24.82
La Joya	24.71
Larado	23.51
Edgewood (San Antonio)	23.28
Dallas	23.28
Rio Grande City	23.09
El Paso	22.80
Harlingen	20.99

Houston (number of identified students unavailable)

This is compensatory education funding in addition to the $1700. based on average daily attendance (ADA) alloted to every school district through the state's minimum foundations program.

SCHOOL DISTRICTS RECEIVING THE MOST FEDERAL FUNDING

Donna	30,600. 208,620. 239,220.	(Strong LULAC)
Laredo	232,400.	(Strong LULAC)
El Paso	216,100.	(Strong LULAC)
Houston	208,950.	(Strong LULAC)
Brownsville	206,225.	
San Antonio	172,425.	(Strong LULAC)
Corpus Christi	40,085. 98,418. 138,503.	(Strong LULAC) (Litigation)
Dallas	121,800.	(Strong LULAC) (Litigation)
Yaletta (El Paso)	115,500.	(Strong LULAC)
McAllen	95,639.23	
Edgewood (San Antonio)	88,075.	(Strong LULAC)
Pharr-San Juan-Alamo	83,550.	
Austin	70,198.	(Strong LULAC) (Litigation)
Eagle Pass	57,500.	
Mission	55,725.	
San Benito	53,975.	
Edinberg	53,850.	
Harlandale (San Antonio)	51,875.	(Strong LULAC)
La Joya	42,975.	
Rio Grande City	41,675.	
Soccorro (El Paso)	33,175.	(Strong LULAC)
Roma	31,547.	
Mercedes	29,600.	
Robstown	28,600.	
Harlengen	27,250.	
Alice	24,500.	(LULAC) (Litigation)

PERCENTAGE OF STUDENTS IDENTIFIED FOR BILINGUAL EDUCATION FROM SPANISH LANGUAGE AND SURNAME POPULATION IN COUNTY AS IDENTIFIED IN 1970 CENSUS

Nueces County	
Corpus Christi	1,891
Banquette	62
Bishop	150
Driscoll	8
Robstown	1,036
West Oso	443
	3,590

Identified in census:
(Ages 5 - 14) 11,892

13 percent of population identified for programs

Gregory - Portland	5
Aransas Pass	5
Mathis	203
Odem	91
Sinton	158
Taft	62
	727

Identified in census:
(Ages 5 - 14)

6 percent of population identified for programs

Baily 11 percent (one school district in county, 49.5 percent Spanish-speaking or Spanish surname students)

Bee .006 percent (one large school district, 57.9 percent of the students in the county are Spanish-speaking or Spanish surname)

Discussion

The relationship between Mexican-American power and the amount of federal funding sucured by school districts for bilingual education has subtle qualities. The three counties, Aransas, De Witt, and Refugio, identified as having 1200 or more persons of Spanish language or surname under 18 years of age, yet not providing the opportunity for bilingual education may reflect the following:

(1) areas displaying a lack of educational leadership
(2) conservative areas who do not think highly of federal funding and the strings attached to it
(3) rural areas that do not have a center of Mexican-American leadership or power

It is apparent that bilingual education is not being provided in these three counties because there is no pressure being exerted on the educational institutions to provide it.

None of these counties are identified as having central points of LULAC power. Refugio was identified as an area involved in litigation with the Mexican-American Legal Defense and Education Fund. (An interesting note would be to discover how litigation was initiated in Refugio.)

School districts indentifying students, but not seeking program funding are largely small districts. Windham (Huntsville), identifying 106 students, is the dummy school district set up by the state correction institution.

School districts in Texas receiving the most federal funding also had a significant number identified as being centers of Mexican-American power. Of unusual interest is Brownsville, which receives sizable funding but has no identified LULAC organization. Is it because Mexican-Americans are not

(22)

a subgroup but a majority in Brownsville, perhaps with independent economic power? Again it would also be of interest to know how reapportionment in Dallas, Austin, and Alice was initiated.

In comparing counties with the highest concentration of persons under eighteen with Spanish language or surname, the four counties receiving the highest funding do not have the highest concentration of potential students. This may be accounted for by a higher concentration of non-English-speaking students in the Rio Grande Valley area which is in closer proximity to Mexico, or by strong Mexican-American power centers vying for more equitable distribution of resources and awards.

With few exceptions, bilingual education is provided in those areas with the highest targeted population. This implies that in general, funds are distributed along lines initially intended by Congress in the passage of ESEA (1968).

The spread of funds received per identified student is askewed with Donna receiving $2,155.14 per student as listed in the Texas Education Agency Bilingual Education Directory. Mr. Bonilla has also identified Donna-Weslaco as a strong Mexican-American power center. Because the type of program is unknown, it is hard to use these figures for making equal comparisons.

School districts and counties securing substantial federal funding for bilingual education are areas where Mexican-Americans have gained economic achievement in private enterprise and decision and policy making positions in the school district and school board. Alice is an example of this.

We can conclude that school districts in Texas who do not provide

bilingual education to an identified population are not being pressured to provide it.

Even with the limited sample of comparisons made in this study, we can assert that there is some relationship between Mexican-American power and federal funds tapped for bilingual education. More specific research in ascertaining community power structure i.e. positions of decision and policy making in the school district and economic independence as evidenced by holding positions of directorships in influential community banks and chamber of commerce needs to be done to thoroughly research this area which looms important on the horizon of Texas education.

References

Alford, Robert R. & Friedland, Roger. Political Participation and Public Policy. Annual Review of Sociology, 1, 1975, 431.

Bierstedt, Robert. An Analysis of Social Power. American Sociological Review, 15, 1950, 730-738.

Blumer, Herbert. Social Science and the Desegragation Process. The Annals of the American Academy of Political and Social Science, 314, 1956, 137-143.

Burry, James. Evaluation In Bilingual. UCLA Evaluation Comment, 6, No. 1, 1979, 7.

Campbell, R.N.; Taylor, D.M.; & Tucker, G.R. Teacher's Views of Immersion Type Bilingual Programs: A Quebec Example. Foreign Language Annals, 1, 1973m 106-110.

Curti, Merle. The Social Ideas of American Educators. Patterson, New Jersey: Littlefield, Adams & Co., 1965, 581-582.

Domhoff, G. William. Who Really Rules? Santa Monica, California: Goodyear Publishing Do., 1978, 121-150.

Finocchiaro, Mary. Teaching English As A Second Language. New York: Harper & Row, 1969, 447.

Fishman, Joshua A. Language Loyalty In the United States. The Hague: Mouton, 1966.

Geffert, Hannah et. al. The Current Status of U.S. Bilingual Education Legislation: Bilingual Education Series, no. 4, Arlington, Virginia: Center

Gonzalez, Josue M. Coming of Age In Bilingual-Bicultural Education: A Historical Perspective. Inequality In Education, 19, February, 1975, 14-15.

Gramsci, A. The Modern Prince, and Other Writings. London: Lawrence & Wishart, 1957.

LULAC NEWS, Jan., 1980,2.

Olsen, Marvin E. Power Perspectives On Stratification and Race Relations. In Marvin E. Olsen (Ed.), Power In Societies. New York: Macmillion, 1970.

Paulston, Christina Bratt. Bilingual/Bicultural Education. In Lee A. Schulman (Ed.), Review of Research In Education Vol. 6 (American Educational Research Association), Itasca, Ill.: F.E. Peacock, 1978.

Paulston, C.B. Ethnic Relations and Bilingual Education: Accounting for Contradictory Data. In R. Troike & N. Modiono (Eds.), Proceedings of the First Inter-American Conference on Bilingual Education. Arlington, Virginia: Center for Applied Linguistics, 1975, 370.

Rivera, Julius. Power and Symbol In the Chicano Movement. Humanity and Society, 2, no. 1, Feb., 1978, 1.

Schneider, Susan Gilbert. Revolution, Reaction or Reform: The 1974 Bilingual Education Act. New York: Las Americas, 1976, 2.

Sevilla - Casas, et. al. Addenda of Chicanos and Boricuas to Decalaration of Chicago, IX International Congress of Anthropological and Ethnological Sciences, September 7, 1973.

Sulbur, John. The Need For Elite Education. Harpers, June, 1977, 22-24.

Spolsky, B. American Indian Bilingual Education. In B. Spolsky & R. Cooper (Eds.), Case Studies In Bilingual Education. Rowley, Mass.: Newbury House, 1978,23-24.

State Department of Education, California Bilingual-Bicultural Task Force. Master Plan for Bilingual-Bicultural Education. Sacramento, California, 17, July, 1972, 86.

Suanson, Maria. Bilingual Education: The National Perspective. In Gilbert A Jarvis, Responding to New Realities. Skokie, Ill.: National Textbook Company, 1974, 86.

U.S. Congress, Senate. Education Amendments of 1974, S. Rept. 763 to Accompany S. 1539, 93rd Cong., 2nd Sess., 1974, 43. Cited in Schneider, 7.

U.S. Commission on Civil Rights. A Better Chance to Learn: Bilingual Bicultural Education. Washington D.C.: U.S. Government Printing Office, May, 1975, 28.

Weber, Max. Class Status and Party. In From Max Weber. edited and translated by H.H. Gerth and C. Wright Mills. New York: Oxford University Press, 1958, Chapter 7.

APPENDIX

TEXAS A&M UNIVERSITY
COLLEGE OF EDUCATION
COLLEGE STATION, TEXAS 77843

RECEIVED
MAR 6 - 1980
MALDEF
SAN ANTONIO

Office of
THE DEPARTMENT OF EDUCATIONAL
CURRICULUM AND INSTRUCTION
Telephone 713-845-6811

March 3, 1980

Mexican American Legal Defense and Education Fund

San Antonio, Texas 78223

Dear Mr. Avila:

Thank you for graciously giving of your time to our telephone interview. I have enclosed a map of Texas. It would be helpful if you would designate by circling areas in which you have been involved in litigation during this past year and star those areas where litigation was initiated by groups or individuals within the community. Did you turn down any requests for legal defense this past year? What affected your decision in these cases?

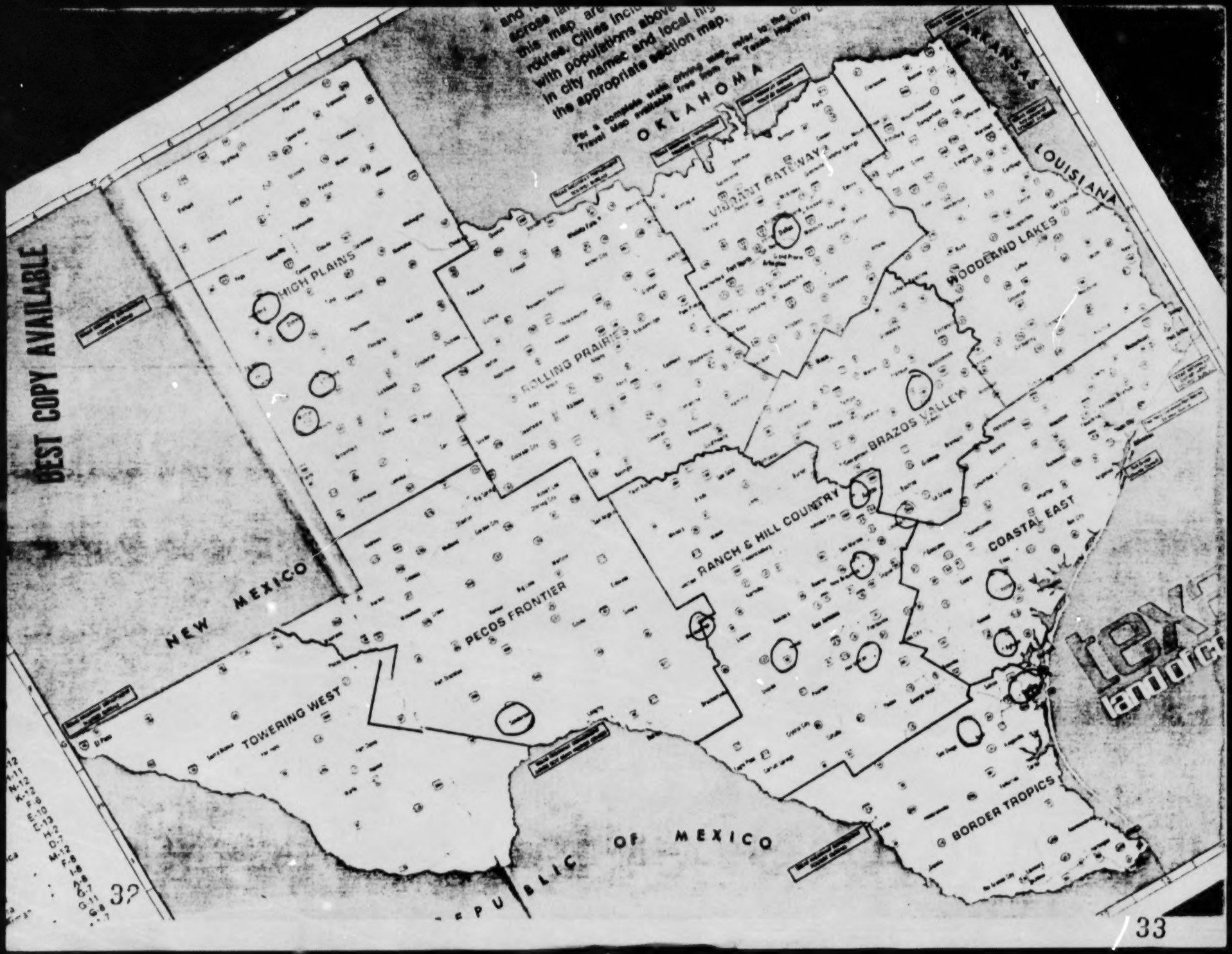
I have enclosed a self-addressed stamped envelope for your convenience. Thank you for your time and assistance.

Sincerely,

Barbara Sultemeier

Barbara Sultemeier

Sorry for the delay. In several instances we worked with other organizations on these reapportionment efforts. Yes we had to turn down requests for legal assistance. We had to turn down these requests because of a lack of resources.


BEST COPY AVAILABLE
HIGH PLAINS
ROLLING PRAIRIES
VIBRANT GATEWAYS
WOODLAND LAKES
LOUISIANA
OKLAHOMA
BRAZOS VALLEY
RANCH & HILL COUNTRY
COASTAL EAST
PECOS FRONTIER
NEW MEXICO
TOWERING WEST
BORDER TROPICS
OF MEXICO
32
33

League of
United Latin
American Citizens

Office of National President
RUBEN BONILLA, JR.

March 12, 1980

Ms. Barbara Sultemeier
Texas A & M University
1314 Augustine Court
College Station, Texas 77840

Dear Ms. Sultemeier:

Thank you for your recent letter dated March 7, 1980. Enclosed you will please find the map in which I have marked LULAC's central points of power in Texas. LULAC has over 150 chapters situated in a vast geographical region within our State. It is difficult for me to identify the areas in which it is most powerful or the strongest because there is such a diversity of issues that call the organization into play at one time or another.

The Mexican-American community will not enjoy the total fruits of social progress until we develop independent economic power. Mexican-Americans have obviously made significant inroads in the electorial process at the local and county level in the past decade. Specifically, Mexican-Americans are now visible in the State Legislature in numbers unthought of twenty years ago. Regretfully, the numbers, slightly over twenty, are not nearly enough nor are they proportionate to the total legislative make-up. Economic achievement has been conspicuous in areas of private enterprise, where we have people such as Raul Jiminez in San Antonio owner of a major food manufacturer center; Tony Sanchez of Laredo who owns a major oil producing company; Pete Diaz who owns a conglomerate of business enterprises in the Rio Grande area and numerous other business entities which have been established and are now thriving. I would refer you to Nuestros Magazine's list of the top 100 businessmen in America. Included in that list are many Texans. I believe this to have been the January or February issue of Nuestro, 1980.

P. O. DRAWER 5427 2590 MORGAN AVENUE CORPUS CHRISTI, TEXAS 78405 512/882-8284

The Hispanic community's greatest need is in securing educational parity and in making the nation realize that the undocumented worker is not to be the economic and social scapegoat as we begin the 1980's. Projections indicate that the minority population in Texas, Mexican-American and Black, will constitute 60% of the public school enrollment by 1990, grades K-12. This is a phenomenal figure that could very well shake the educational and political foundation of our society in the future, if we are not prepared adequately to deal with the unique educational needs of this particular population sector.

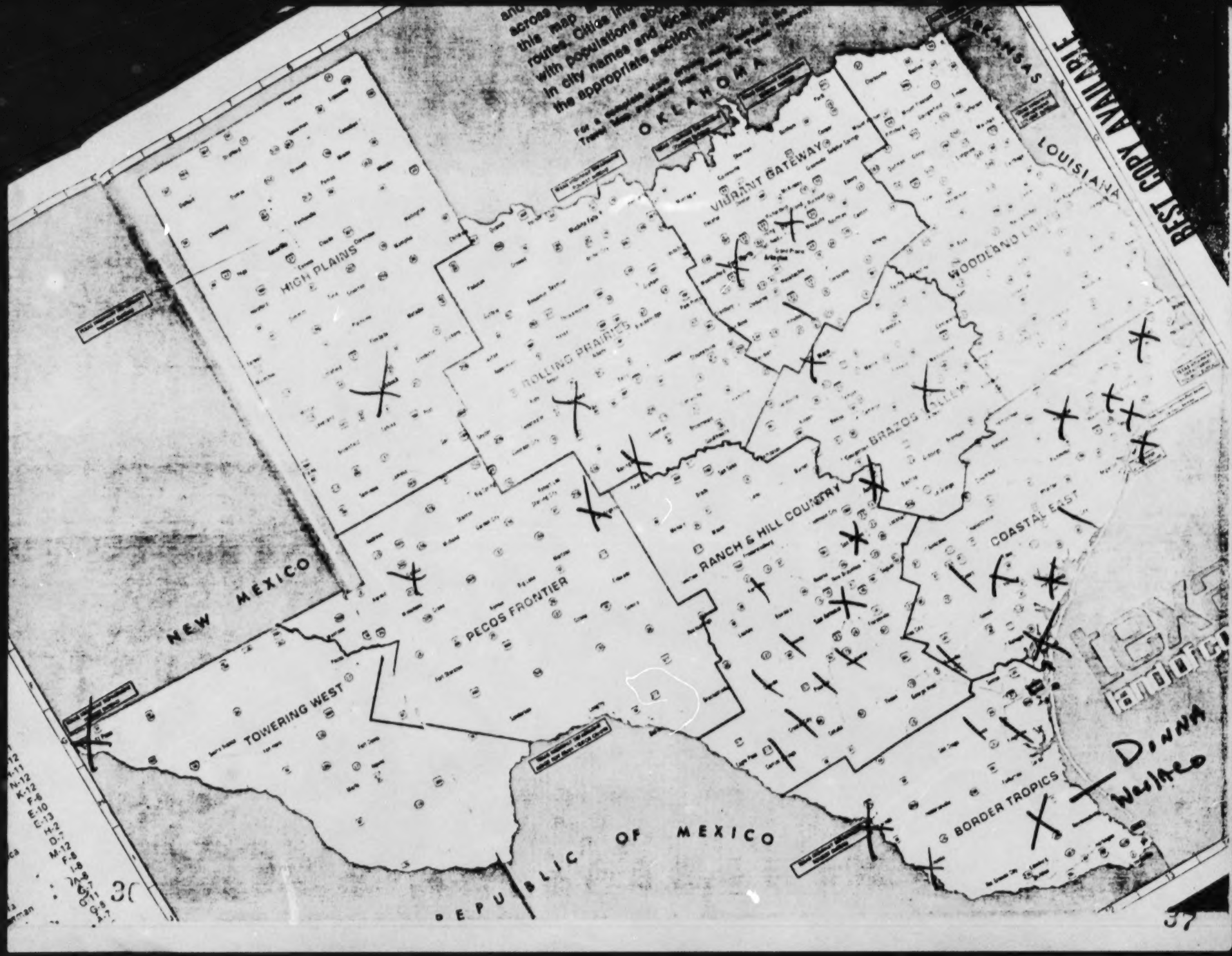
I am sure I could elaborate further but time limitations are such that these are but a few of the ideas which I can share with you at this time. I enclose, under separate cover, LULAC periodicals which may provide you with additional background information as to our purpose, goals and objectives. If we can be of any other assistance, by all means, please feel free to contact us at your convenience.

I would indeed be interested in reading or reviewing your research findings. Best wishes.

Sincerely,

Ruben Bonilla, Jr.

RBjr/em


OKLAHOMA
ARKANSAS
LOUISIANA
NEW MEXICO
REPUBLIC OF MEXICO
HIGH PLAINS
ROLLING PRAIRIES
VIBRANT GATEWAY
WOODLAND
BRAZOS
RANCH & HILL COUNTRY
COASTAL EAST
PECOS FRONTIER
TOWERING WEST
BORDER TROPICS
DINNA
BEST COPY AVAILABLE

HENRY B. GONZALEZ
20TH DISTRICT, TEXAS

2252 RAYBURN HOUSE OFFICE BUILDING
WASHINGTON, D.C. 20515
202-225-3236

HOME OFFICE:
B-134 FEDERAL BUILDING
727 E. DURANGO STREET
SAN ANTONIO, TEXAS 78206
512-229-6190

ZONE WHIP:
TEXAS DEMOCRATIC DELEGATION
HOUSE MAJORITY WHIP ORGANIZATION

Congress of the United States
House of Representatives
Washington, D.C. 20515

COMMITTEES:
SMALL BUSINESS

SUBCOMMITTEES:
ANTI-TRUST, AND RESTRAINT OF TRADE ACTIVITIES AFFECTING SMALL BUSINESS
GENERAL OVERSIGHT AND MINORITY ENTERPRISE

BANKING, FINANCE AND URBAN AFFAIRS

SUBCOMMITTEES:
HOUSING AND COMMUNITY DEVELOPMENT
CHAIRMAN,
INTERNATIONAL DEVELOPMENT INSTITUTIONS AND FINANCE
GENERAL OVERSIGHT AND RENEGOTIATION

March 14, 1980

FILE REF.: C7:lgi

Ms. Barbara Sultemeier
1314 Augustine Court
College Station, Texas 77840

Dear Ms. Sultemeier:

I have your letter and thank you for writing.

I have never assumed to be a national spokesman for, or leader of, Mexican-Americans or Hispanics. After all, I am elected only to represent a single Congressional District and it would be presumptuous of me to assume that I could represent a far-flung and diverse population, even one whose heritage I share. It would be impossible for me to know and understand the problems of people who live in communities that I am in no way familiar with, who confront problems vastly different from those of my own constituency, and who may or may not even know who I am.

Accordingly, I have always insisted that groups and individuals outside my constituency address themselves to their own Representatives -- in the first instance because I represent only my own constituency, and in the second instance, because it is critically important that minority groups make their own local representatives aware of and responsive to their concerns. The political responsiveness of this country depends upon local representatives being made aware of the problems within their communities.

Sincerely yours,

Henry B. Gonzalez

Henry B. Gonzalez
Member of Congress

KIKA DE LA GARZA
15TH DISTRICT, TEXAS

Congress of the United States
House of Representatives
Washington, D.C. 20515

12 March 1980

Ms Barbara Sultemeier
1314 Augustine Ct
College Station, Texas 77840

Dear Ms Sultemeier

This is to let you know I have received your letter asking that I complete your survey on Mexican-American community leadership.

Since I was first elected to the Texas House of Representatives, I have maintained a position of not answering questionnaires. If I answered one, I would have to answer all I receive and would have to designate a staff member to do these on a full time basis. This would take that staff member away from working with the problems concerning my district which would be unfair to the people I represent.

With regards, I am

Sincerely

E (Kika) de la Garza, M C

pc

TEXAS A&M UNIVERSITY
COLLEGE OF EDUCATION
COLLEGE STATION, TEXAS 77843

Office of
THE DEPARTMENT OF EDUCATIONAL
CURRICULUM AND INSTRUCTION
Telephone 713-845-6811

April 15, 1980

Corpus Christi Chapter of the American G.I. Forum
1521 South Port
Corpus Christi, Texas 78405

Dear Mr. Garcia:

I am a graduate student enrolled at Texas A&M University currently conducting research to determine the relationship between community and state Mexican-American power structure and the amount of federal funds flowing into the local school district. Would you help me in this project?

American G.I. Forum has been identified as one of the key Mexican-American organizations. On the enclosed map please mark with an X the areas in Texas where American G.I. Forum is the most active in terms of members, participation and having a vocal voice in community decision-making issues.

Can you identify any areas where Mexican-Americans have made gains in economic, social, or governmental achievement?

Lastly, have any communities in Texas enlisted your organization's support to secure bilingual education in their local school district? Thank you for your help.

Sincerely,
Barbara Sultemeier
Barbara Sultemeier

ALICE INDEPENDENT SCHOOL DISTRICT
200 NORTH REYNOLDS
ALICE, TEXAS 78332

April 28, 1980

FROM THE OFFICE OF
THE ASSISTANT SUPERINTENDENT

Mrs. Barbara Sultimier
1107 Augustine Ct.
College Station, Texas 77840

Dear Barbara:

Nice hearing from you last Friday. Tell Stan "Hi."

Following is info you requested:

6000 kids in Alice
70% are Mexican Americans
30% are Anglo Americans
20 total are black

46 Bilingual teachers in Alice
50% of entire faculty are Mexican Americans and rapidly rising

11 Principals in Alice
8 Mexican Americans
3 Anglo American

23 Additional supervisors, counselors, assistant principals and educational diagnosticians
14 are Mexican American
9 are Anglo American

Hope this helps.

Respectfully,

John Alebis
Assistant Superintendent

JA:bj

NEW MEXICO
HIGH PLAINS
PECOS FRONTIER
RANCH & HILL COUNTRY
BRAZOS VALLEY
PINEYWOOD LAKES
BORDER TROPICS
OKLAHOMA
LOUISIANA
GULF OF MEXICO
Laredo
Donna
This map is provided to show
lionship of the 10 sections illu
and for your driving convenien
across large portions of the sta
this map are major cross-state
routes. Cities include all county se
with populations above 25,000. For
in city names and local highway rou
the appropriate section map.
For a complete state driving map, refer to the Offici
Travel Map available free from the Texas Highway D

School Districts Receiving The Most Federal Funding

BEST COPY AVAILABLE